

National Press Two Anna Series

THE FIRST

ENGLISH GRAMMAR

WITH

NUMEROUS EXERCISES AND QUESTIONS

FOR

ANGLO-INDIAN SCHOOLS.

Second Edition—5,000 Copies.

Allahabad:

RAM NARAIN LAL.

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1896.

TO THE PUBLIC

ANY one who may examine this little book will confess that no apology is needed for publishing it. The principle on which it is prepared differs altogether from all Grammars for beginners used in this country. Grammars, for the most part, begin with a Definition, which is applied to and verified by examples. I have, however, given examples first which, it is hoped, will lead the student up to Definitions. When children are made familiar with the *thing*, they soon know the *name*; when they are once given the *idea*, they are sure to understand the *term*. No psychologist will require a justification of this method.

As it is intended for beginners, only the elementary portions of Grammar have been dealt with. For the same reason very simple expressions have been used.

THE AUTHOR.

ALLAHABAD, 1st November 1895.

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THE FIRST ENGLISH GRAMMAR.

INTRODUCTION.

English Grammar teaches us what is, and what is not, good English.

There are twenty-six letters in the English Alphabet.

Letters are either *Vowels* or *Consonants*. The Vowels are *a, e, i, o, and u*. The Consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*. The letters *w* and *y* are sometimes Vowels, and sometimes Consonants.

A *word* is the smallest part of what we speak or write, having some meaning. *A* in English is a word, and so is *I*. But few words consist of one letter only.

The different classes into which words are divided are called *Parts of Speech*.

The parts of speech are :—

- | | |
|---------------|------------------|
| 1. Noun. | 5. Adverb. |
| 2. Verb. | 6. Preposition. |
| 3. Pronoun. | 7. Conjunction. |
| 4. Adjective. | 8. Interjection. |

QUESTIONS.

What does *English Grammar* teach? How many letters are there in the English Alphabet? Name the vowels. Name the consonants. Name the letters that are sometimes vowels and sometimes consonants. What is a *word*? What are *Parts of Speech*? Name the different parts of speech.

PART 1.

PARTS OF SPEECH.

THE NOUN.

EXERCISE 1.

a. In the following sentences point out all names of persons :—

Henry is dutiful. Jones has been promoted. Mr. Martin has come here. Mohan is a good boy. Govind gave me a knife. Sarju loves me. William has been fined. Edward visited me. I punished Krishnanand. Haridas is my friend. Tom is more clever than William. Jagannath is an idle lad. Janki is playing with Ram and Arjun. Ram defeated Ravan. Where does Justice Promoda Charan live? Doctor Anant Ram comes here every day. Sidheshwar is talking to Krishna. Ram Krishen is my dear friend; so is Ram Pershad.

b. Give the names of—(1) twelve boys; (2) twelve girls; (3) twelve men whom you have seen; (4) twelve men about whom you have read or heard.

EXERCISE 2.

a. In the following sentences point all names (1) of persons; (2) of places :—

Homer lived in Greece. Walter was a great man of Scotland. White was born in England. Now Nobin lives at Allahabad. Patna is in Behar. My name is Ram-sevak, and I am a native of Ujjain. Kali is reading to Raghubar about Henry of Paris. Mohan has sailed for London. Bhagirathi returned from Lahore. Clive won the battle of Plassey. Napoleon was defeated at Waterloo by Wellington. The Ganges rises from the Himalaya. Let us go to Laldighi.

b. Give the names of :—twelve towns of India; twelve streets of the town in which you live; any twelve rivers;

any twelve lakes ; any twelve buildings about which you may have heard.

EXERCISE 3.

In the following sentences point out all names of living things :—

Fishes swim. The bird sings. Spiders catch flies. An elephant is not larger than a camel. Tigers are more fearful than lions. Have you heard my parrot talk ? A bear can dance. All men are not bad. A good boy prepares his lesson. The pretty little lamb drinks.

b. Give the names of : (1) twelve domestic animals ; (2) twelve animals that feed on flesh ; (3) twelve animals that live on land ; (4) twelve animals that live in water.

EXERCISE 4.

a. In the following sentences point out all names of persons and of places :—

How lovely is this child ! What a sweet girl this is ! Your house may fall down. Will you go to the library ? The goldsmith lives in his shop. The king ascended the throne. Ten boys have left the school. This peon belongs to a village. The king has left this kingdom. Flowers fade. The river is rising. The moon shines.

b. Give the names of :—(1) twelve different classes of men, whose professions are honourable ; (2) twelve different places.

EXERCISE 5.

a. In the following sentences point out all names of lifeless objects :—

This jug contains water. This a good book. He placed his stick on the table. Fire is burning. Stand up on the bench. There is a hole in the roof. Will you send me a knife ? I will give you fifty rupees, if you give me those pictures. I do not know how to fly a kite.

b. Give the names of twenty lifeless things.

EXERCISE 6.

a. In the following sentences point out all names of qualities :—

Stone has hardness. This flower has redness. I love you for your truth. The rose is loved for its beauty and sweetness. Karna was famous for his charity. No one can doubt your honesty. Rama is admired for his truth. He walks with swiftiness. You speak with fluency. He has been punished for his slowness. A thing of beauty is a joy for ever.

b. Give the names of twelve qualities.

EXERCISE 7.

a. In the following sentences point out all names of actions :—

Richard is fond of reading. Walking is healthy. Acting is preferable to talking. The singing of the bird is sweet. Painting is a difficult task. Bathing promotes health. By mere eating and drinking no man can live. Drinking is an evil. Nelson is fond of shooting. Giving and receiving must go hand in hand.

b. Give the names of twelve actions.

LESSON I.

In Grammar all names are called Nouns. *Man* is the name of an animal, therefore *man* is a Noun. *Dog* is the name of an animal, therefore *dog* is a Noun. *City* is the name of a place, and therefore *city* is a Noun. *Table* is the name of a thing, therefore *table* is a Noun. *Adjective* is the name of a part of speech, therefore *adjective* is a Noun. *Redness* is the name of a quality, therefore it is a Noun. *Walking* is the name of an action, therefore it is a Noun.

Definition.—A *Noun* is the name of any person, place, or thing.

Mr. Robert is the name of a *particular* man, not of *every* man. *Miss Lewis* is the name of a *particular* lady, not of *every* lady. *Bombay* is the name of a *particular* town, not of *every* town.

Every man, who does the work of a peon, is a peon. The word *peon* therefore is applicable to many; and so are the words *man*, *soldier*, *river*, etc. The names *Mr. Robert*, *Miss Lewis*, *Bombay* etc. belong, however, to particular persons or things, and cannot apply to many.

EXERCISE 8.

a. In the following sentences point out the Nouns or the names of persons, places, and things, and say whether those names belong to particular persons, places, and things, or can apply to many :—

This teacher is very kind to the boys. London, the capital of England, is the largest city in the world. Mr. Adams is a man of learning. China is a country in Asia. I will give the bracelet to my friend. Mohan prepares his books carefully. Haridas is a playful boy. Dagobert was a merry king. Did Jageshwar go yesterday to the school? I should like to go to France. Frederic lives in the Punjab. Words are the daughters of earth, and deeds are the sons of heaven. The snow on the hills will soon melt. Many boys are fond of pigeon. Ranjit Singh, king of Lahore, fought many battles against his enemies. Mount Vesuvius is a volcano in Italy. The Nile is the longest river in the world.

b. Point out the Nouns or the names of qualities and actions in the following sentences:—

You should always tell the truth. Honesty is better than policy. Silence is golden. A little weeping will not

move my pity. Wisdom is better than knowledge. Love is divine. Forgetting is easier than learning.

THE VERB.

EXERCISE 9.

In the following sentences point out first the Noun and then the word which declares (or says) something about the person or thing named :—

John walks. Mary moves. Elizabeth goes. Radhika comes. Fire burns. Children obey their parents. Mohun has promised to read in my school. Ladies love gold ornaments. The boy cut his hand with a knife. Jane wrote a letter to her sister. My brother sent me a present. The hunter shot two tigers. The wind roars. Children love flowers. The lady sang a sweet song. Boys play at cricket. The old well has been filled up with stones.

EXERCISE 10.

After each of the following Nouns place a word which may declare something about the person or thing named :—

The man. The sun. Jagdeo. The dog. Jackals. The bird. A thief. Water. The bell. Asses. The nightingale. Cocks. The frog. Oxen. The cat. The child. William. Jones. Nasir. Peter.

LESSON II.

In the sentences "The man comes here," "The moon shines," the words *comes* and *shines* tell something about the man and the moon. Such words in Grammar are called Verbs.

Definition.—A *Verb* is a word which declares (or tells) something about a person or a thing.

EXERCISE 11.

Fill up the blanks with suitable verbs :—

Monkeys—trees. The cow—milk. This glass—full of water. The dog—the man. The breeze—cool. The cat—the milk. The letter—by Jones. The tailor—this coat. We—to Benares. My uncle—from Naini Tal. You—a prize. Five books—by Robert. Mohan—by his master. Money—friends. Govind—well.

LESSON III.

THE PRONOUN.

“Charles is in the field; ask him to come.” In this sentence, instead of repeating *Charles* a second time, we use the word *him*. *Him* has been used to avoid repetition. In like manner,

Instead of saying

Nelson is a good boy;
Nelson is liked by all.

The boys have lost the
boys' ball.

Jane has a new watch;
Jane often looks at the
watch.

Mohan is the first boy
in Mohan's class.

We say

Nelson is a good boy;
he is liked by all.

The boys have lost their
ball.

Jane has a new watch;
she often looks at it.

Mohan is the first boy in
his class.

The word *Pronoun* means for a *Noun*, or, in place of a *Noun*. In *Grammar*, such words as *him*, *I*, *you*, etc. are called *Pronouns*.

Definition.—A *Pronoun* is a word used instead of a *Noun*.

EXERCISE 12.

Put Pronouns instead of the Nouns in the following sentences, where you can :—

Ramanath has prepared Ramanath's lesson. John gave John's book to John's sister. As Rama and Hari were walking by the river, Rama and Hari fell into the river. Hari Das presents Hari Das's compliments to Hari Das's master. Thomas said to Helen that if Helen would lend Thomas Helen's books, Thomas would be obliged to Helen. Here is the boy; the boy injured a book; the boy ought to pay for repairing the book. The Head-Master told the Head-Master's students to go and play; so the students took the students' kites and flew the kites in the Head-Master's compound. When Bapu was a boy, Bapu was very respectful to his superiors.

EXERCISE 13.

Point out the Pronouns in the following sentences, and say instead of what Noun each has been used :—

Elephants are useful; men ride on them. Mr. Jones told his students that they should prepare their lessons, otherwise he would beat them. Mr. Ram Narain sells books, he has got good ones, and keeps them clean. Raghbir's friend is very fond of him; he goes to see him every day. Rama promised to lend Krishna his History of India; will he lend it him?

 THE ADJECTIVE.

EXERCISE 14.

Point out the words which show the kind of person or thing.

Rama is a good boy. It is a little drop of water. Cadell is a smart man. Iron is useful. The moon is beautiful. The white cow is in a large field. A fierce

tiger sprang on the black man. The kind father brought beautiful things for his obedient children. Thomas had a large slate. These mangoes are ripe. The mighty ocean rolls. The hot sun shines. A diligent boy will pass a hard examination. I love sweet flowers.

EXERCISE 15.

Put before each of the following Nouns a word showing the kind of person or thing.

Book. Dog. Star. Cap. Father. God. Henry. Ink. James. Knife. Adams. Edward. Lake. Mountain. Nail. Oberon. Pig. Ratan. Shyam. Time. Watch.

EXERCISE 16.

Mention the words which show how many persons or things are spoken of.

a. February has twenty-eight days. Buy me six mangoes. I have told you fifty times not to do so. He had five sons and three daughters. Eight furlongs make one mile. I have thirteen apples. He sold me five yards of silk for sixteen rupees and seven annas. The school has two hundred boys from six to twenty years of age.

b. All boys have not yet come. I have many things to do. Some men are lost. Few men will part, where many men meet. I have no money. I have excused your fault several times. Both men came to me.

EXERCISE 17.

Point out the words which show how much of a thing is spoken of.

You have little mercy. I have no sense. Give me some bread. Jane uses much oil. Much cry and little wool. Mohun may have more strength than Raghu, but less wisdom. I do not find any mortar. He makes no noise.

EXERCISE 18.

Point out the words which show in what order.

This is the first man I meet. She is the second girl in the fourth class. This is the sixty-third year of her rule. He comes to me every third day. March is the third month in the year. Every fourth year February has an additional day.

EXERCISE 19.

Point out the words which say what person or thing is meant.

Where is that book? The old man died in yonder house. Send me this table. Those trees are his.

LESSON IV.

A word, which shows what kind of person or thing, is an Adjective. A word, which shows how many persons or things we are speaking about, is an Adjective. A word, which shows how much of a thing is spoken of, is an Adjective. A word, which shows in what order things are placed, is an Adjective. A word, which shows what person or thing is meant, is an Adjective.

EXERCISE 20.

Point out the Adjectives, and the Nouns with which they are used.

The breeze is cool and sweet. That dog bit this little girl. His sister came on the twenty-fifth day after my arrival. Those boys are very obedient to their master. I have lost some books. The wise father gave his young son good advice. He bought nine mangoes. A foolish boy will not follow wise advice. He lives in an old house. He has no love.

LESSON V.

Definition.—An *Adjective* is a word joined to a Noun to limit its use.

EXERCISE 21.

a. Point out the Nouns, Verbs, Pronouns, and Adjectives.

A poor man was a great favourite with his master. In Africa, the elephant is hunted for its ivory. I reached Allahabad on Tuesday. One day, when the last king of Babylon was drinking wine out of the holy vessels of Jehovah, which were brought by his father from Jerusalem, there appeared the hand of a man, which wrote some words on the wall. I had a severe headache yesterday. Cholera is raging in the whole district. A small number of the boys passed. Earth, water, and the bodies of most animals contain salt. Muhammad Idris reads in the third class of the Azamgarh Mission School; he is the best boy in the class. What a pretty little book it is!

b. Point out the Nouns, Verbs, Pronouns, and Adjectives from a page of your reading book.

THE ADVERB.

EXERCISE 22.

Point out the words joined to Verbs to show how.

The bird sings sweetly. Walk slowly. I am badly hurt. Rama slept soundly. He reads well. Johnson fights bravely. I treat him kindly. He has been justly punished. I sadly want some money. Rain falls heavily. I will beat you thus. Who can walk fast? Ill news runs apace (=quickly). Jane sings well. Mary dances beautifully. Birds fly so. Students should work diligently. Slowly and sadly we laid him down. I saw you clearly.

EXERCISE 23.

Point out the words joined to Verbs to show when.

I got a letter yesterday. I often saw you formerly, but you never come now. I always find him idle. He came afterwards. I cannot see you to-day, but will see you to-morrow. My brother is coming here to-night. He never prepares his lesson. I daily ride. Call me early. Now-a-days she hates me. He went to school immediately. Return soon. He is still suffering. I loved him then, and love him now.

EXERCISE 24.

Point out the words joined to Verbs to show where.

I live here. I shall go home. He went there. I looked behind and before, but did not find him. I shall go up, you remain below. I travelled to Bombay and thence to Poona. Krishna Rao looked everywhere for the book, but found it nowhere. Go hence. The sky is above. You must stay indoors.

EXERCISE 25.

Point out the words joined to Verbs to show how much.

The teacher is greatly pleased with his students. I am not sufficiently prepared for the examination. I am not much hurt. The book is quite finished. He has almost prepared his lesson. I am fully paid for my work. Bhuvan is perfectly satisfied with your conduct. Watling is less pleased with you than with her. Jones is exceedingly troubled by a Jew. He is little hurt.

EXERCISE 26.

Point out the words joined to Verbs to show how many times.

I thrice presented him a kingly crown, which he thrice refused. This medicine should be taken twice a day. I

once lent him a book. Mercy is twice blessed. I repeatedly asked him to do so.

EXERCISE 27.

Point out the words joined to Verbs to show belief, disbelief, or doubt.

Surely he did not say that. Linton will not come. He is certainly a clever man. I unquestionably did it. I verily say that I did not go there. Truly I love to read.

EXERCISE 28.

Point out the words joined to Adjectives to show how much.

Mohan is a very honest boy. Pundit Ram Pershad is thoroughly trustworthy. It is hardly true. Sohan is quite a dull boy, his brother is far brighter. Lachmi Bai is hopelessly ill. It is excessively hot. I am sufficiently careful. It is terribly cold. Oil is much lighter than water.

LESSON VI.

Words joined to Verbs to show *how, when, where, how much*, and *how many times*, or to express *belief, disbelief, or doubt* are called Adverbs.

Words, joined to Adjectives to show *how much*, are called Adverbs.

The words *yes, yea, ay, no, and nay*, though never joined to other words, are called Adverbs.

EXERCISE 29.

Point out the Adverbs joined to other Adverbs to show how much.

He writes very badly. I shall be very much obliged to you. You returned too soon. How beautifully the stars twinkle! Roger speaks loudly enough. Mary left quite lately.

LESSON VII.

Definition.—An *Adverb* is a word joined to a Verb, an Adjective, or another Adverb to qualify its meaning.

EXERCISE 30.

Point out the Adverbs and the words with which they are used.

He is a notoriously wicked man. You must not run so fast. Birds sing beautifully. Hold your hand so. Yesterday I gave you five rupees, but to-day you can give me none. I am greatly displeased with your conduct. Please revise the book very carefully. He always runs hither and thither. You are most probably right. You must stay here, I will return presently. He was formerly my tutor. Sometimes I read, but I never write. Too many cooks spoil the broth. The cap is nearly finished. You talk quite loudly. I enjoy myself thoroughly.

EXERCISE 31.

Make sentences using the following Adverbs :—

Truly. Surely. Greatly. Downstairs. Home. Well. To-night. Before. Afterwards. Much. Very. Not. So. Thoroughly. To-morrow. Seldom. Now-a-days. There. Once. Now. Soon. Twice.

EXERCISE 32.

Point out the Nouns, Verbs, Pronouns, Adjectives, and Adverbs from a page of your reading book.

THE PREPOSITION.

LESSON VIII.

In the sentence "The slate is on the box," the word *on* shows the relation between the slate and

the box. In the sentences "The letter is for him," "the letter is from him," the words *for* and *from* show the relation between the letter and some person. In the sentence "I have travelled through this country," the word *through* shows the relation between the travelling and the country. In Grammar such words as show relation are called *Prepositions*.

EXERCISE 33.

Point out the words showing relation.

I am sorry for him. The book is on the desk. The book is beside the desk. The book is in the desk. The book is near the desk. I shall go from Calcutta to Delhi, and shall break my journey at Bankipore. Rama arrived before Lakshman. He came to me on Monday. James has travelled across India. He is in his office. He is at Calcutta. I am going from Bombay to Bangalore. I shall rest for a week. He is clever at arithmetic. This is the man we talked of. He died of cholera. He died after all. Stay here till my return. He beats his servants with a stick. You must not run round the compound. What are you about? He is above all meanness. It is beneath your dignity to do so. Since Monday he has been suffering. There are none save two children. I cannot do it without your help. He wants you within three days.

EXERCISE 34.

Point out the Nouns, Verbs, Pronouns, Adjectives, and Prepositions from a page of your reading book.

LESSON IX.

Definition.—A *Preposition* is a word placed before a Noun or a Pronoun to show the relation between it and some other thing.

THE CONJUNCTION.

LESSON X.

In the sentences "Rama and Hem are brothers," "He told me that you were a bad boy," the word *and* joins the two words *Rama* and *Hem*, and the word *that* joins the two sentences "*he told me*" and "*you were a bad boy*." In Grammar such words as only join words and sentences are called Conjunctions.

EXERCISE 35.

Point out the joining words.

I will beat you because you do not prepare your lesson. If you do not work diligently, you will fail. He is intelligent and laborious. I know that he came here. As he was absent the teacher fined him. I love him for he is kind. Neither John nor Henry is absent. I will reach there before you come. He is honest though he is poor. You were absent, therefore you have been plucked. Unless you be a good boy, your teacher will not love you.

LESSON XI.

Definition.—A *Conjunction* is a word which only joins together words and sentences.

EXERCISE 36.

Point out the Nouns, Verbs, Pronouns, Adjectives, Adverbs, Prepositions, and Conjunctions from a page of your reading book.

THE INTERJECTION.

LESSON XII.

In the sentence "Alas ! I am left behind," the word *alas* expresses the feeling of regret. In the

sentence "Hurrah! we have won the day," the word *hurrah* expresses the feeling of joy. These words which express different kinds of feelings are called Interjections. Interjections do not form any part of a sentence.

Definition.—An *Interjection* is a word thrown into a sentence to express some sudden feeling.

EXERCISE 37.

Point out the Interjections.

Tut, tut! that is all bosh. Alas! he is no more. Ha! scoundrel, have I caught you? Oh! what a pleasure to see you. Avant! thou wretch. Adieu! fair country. Hush! she sleeps. O dear! what can I do? Heigho! I am sleepy. Bravo! that is well done.

EXERCISE 38.

Pick out the Nouns, Verbs, Pronouns, Adjectives, Adverbs, Prepositions, Conjunctions, and Interjections from a page of your reading book and arrange them according to the form given below.

In the sentence "Spiders have unluckily got a bad name, but they should be called very useful, for they destroy many insects,"

Therefore it is

<i>Spiders</i>	... Is a name.....	<i>A Noun.</i>
<i>Have got</i>	... Tells something about spiders.....	<i>A Verb.</i>
<i>Unluckily</i>	... Qualifies the meaning of the Verb....	<i>An Adverb.</i>
<i>A</i>	... Limits the use of the Noun "name" ..	<i>An Adjective.</i>
<i>Bad</i>	... Limits the use of the Noun "name" ..	<i>An Adjective.</i>
<i>Name</i>	... Is a name.....	<i>A Noun.</i>
<i>But</i>	... Joins two Sentences.....	<i>A Conjunction.</i>
<i>They</i>	... Is used instead of "spiders"	<i>A Pronoun.</i>
<i>Should be called</i>	... Tells something about "they"	<i>A Verb.</i>

<i>Very</i>	... Is joined to an Adjective to show <i>how</i> <i>much</i>	<i>An Adverb.</i>
<i>Useful</i>	... Qualifies the Pronoun "they".....	<i>An Adjective.</i>
<i>For</i>	... Joins two Sentences.....	<i>A Conjunction.</i>
<i>They</i>	... Is used instead of a Noun.....	<i>A Pronoun.</i>
<i>Destroy</i>	... Tells what they do.....	<i>A Verb.</i>
<i>Many</i>	... Is joined to a Noun to show <i>how</i> <i>many</i>	<i>An Adjective.</i>
<i>Insects</i>	... Is a name.....	<i>A Noun.</i>

PART II.

CLASSIFICATION & CHANGES.

NOUNS.

CLASSES OF NOUNS.

(1) A word which is the name of a *particular* person, animal, place, or thing is called a **Proper Noun**.

Robert is the name of a particular person; *Poona* is the name of a particular town. Therefore *Robert* and *Poona* are Proper Nouns.

A Proper Noun when written should begin with a Capital letter.

(2) A word which is the name of many things of the same class is called a **Common Noun**.

Book is the name of every thing containing a number of written pages. Therefore *book* is a Common Noun.

(3) The name of a quality, action, or state is called an **Abstract Noun**.

Whiteness is the name of a quality; *running* is an action; *slavery* is a state. Therefore these names are Abstract Nouns.

QUESTIONS.

Classify Nouns. Define Proper, Common and Abstract Nouns.

EXERCISE.

a. Point out the Nouns and say whether they are Proper, Common, or Abstract.

Rama has told the truth. I read the Bible. The trade of Cawnpore is large. I love beauty. Govind is a clever boy. Joseph is diligent. The Jumna is a large river. James walks along the banks of the Godavery. This is an obedient student. Will you go to the church? We ought to obey our parents. Hari is the chief god of the Hindus. Victoria is the empress of India. Koh-i-noor is the largest diamond. Give me the length of this house. Solomon was famous for his wisdom. Prem Nath thinks of his childhood. I want some proof of what you say. There is no truth in it. Houses in Calcutta are built of brick.

b. From a page of your reading book pick out the Proper, Common, and Abstract Nouns.

NUMBER.

One boy.	Two boys.	One man.	Two men.
One dog.	Two dogs.	One lady.	Two ladies.
One table.	Two tables.	One church.	Two churches.
One cat.	Two cats.	One knife.	Two knives.
One mango.	Two mangoes.	One ox.	Two oxen.

The above examples will show that the forms of Nouns change with the *number* of things.

Number shows whether one is meant or more than one.

There are two numbers—Singular and Plural. The Singular denotes one. The Plural denotes more than one.

Formation of Plural.

I.—The Plural Number is most commonly formed by adding *s* to the Singular; as :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Pen	Pens	Cow	Cows
Door	Doors	Paper	Papers
Top	Tops	Pot	Pots
Horse	Horses	Leg	Legs
Day	Days	Ray	Rays

II.—Nouns ending in *s*, *sh*, soft *ch* (as in *church*), *o*, *x*, and *z*, form their plural by adding *es*.

Gas	Gases	Hero	Heroes
Mass	Masses	Box	Boxes
Brush	Brushes	Tax	Taxes
Watch	Watches	Topaz	Topazes

III.—When the Singular ends in *f* or *fe*, the Plural is formed by changing the *f* or *fe* into *ves*.

Calf	Calves	Wife	Wives
Loaf	Loaves	Life	Lives

Exceptions. The following Nouns form their Plural by adding *s* only:—*Dwarf, Proof, Chief, Hoof, Roof, Handkerchief*, etc.

IV.—When the Singular ends in *y* preceded by a Consonant, the Plural is formed by changing the *y* into *ies*.

Lady	Ladies	Pony	Ponies
Duty	Duties	Spy	Spies

V.—The Plural of the following Nouns is formed by the change of a Vowel.

Man	Men	Goose	Geese
Woman	Women	Tooth	Teeth
Foot	Feet	Mouse	Mice

VI.—Some Nouns form their Plural by adding *en*; as:—

Ox	Oxen
Child	Children
Brother	Brethren

Some Nouns have the same form in both Numbers; as, *deer, sheep*.

QUESTIONS.

What does Number show? Name the two Numbers. Give the rules for forming the Plural. Name the Nouns that have the same form in both Numbers.

EXERCISE.

a. Give the Plural of :—Coach. Bag. Bull. Proof. Day. Lady. Body. Monkey. Negro. Potato. Copy. Knife. Bush. Coat. Deer. Tax. Foot. Ox. Wife. Pen. House.

b. Give the Singular of :—Buffaloes. Plates. Beauties. Ditches. Marbles. Friends. Gentlemen. Reefs. Babies. Topazes. Keys. Daisies. Mice. Geese. Teeth. Brethren.

c. Correct the Number of the italicised words, and give your reason :—Two *lady*s came to me. He has four *wife*s. These *deer*s are beautiful. *Knives* are not fit for little *boy*s. My *tooth*s ache. A number of *woman*s passed by this way. *Lily*s are lovely.

GENDER.

Things are divided into three classes :—(1) Things of the male sex : boy, dog. (2) Things of the female sex : girl, cow. (3) Things without life : stone, book.

Gender shows whether we are speaking of male or female things or of things without life. There are two Genders—Masculine and Feminine.

The names of males are of the Masculine Gender.

The names of females are of the Feminine Gender.

The names of things without life are said to be of the Neuter Gender, that is, neither Masculine nor Feminine.

Names used for both males and females are said to be of the Common Gender ; as—

Parent is used for both father and mother.

Friend is used for both male and female friends.

Child means both boy and girl.

Notice carefully the following Masculines and the corresponding Femines—

Masculine.	Feminine.	Masculine.	Feminine.
(1) Bachelor	Maid	Buck	Doe
Boar	Sow	Bull	Cow
Boy	Girl	Bullock, ox,	Heifer
Bridegroom	Bride	or steer	
Brother	Sister	Cock	Hen

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Colt	Filly	Master	Mistress
Dog	Bitch	Marquis	Marchioness
Drake	Duck	Monk	Nun
Earl	Countess	Negro	Negress
Father	Mother	Nephew	Niece
Gander	Goose	Papa	Mamma
Getleman	Lady	Patron	Patroness
Hart	Roe	Peer	Peeress
Horse	Mare	Poet	Poetess
Husband	Wife	Priest	Priestess
King	Queen	Prophet	Prophetess
Lad	Lass	Ram	Ewe
Lord	Lady	Shepherd	Shepherdess
(2) Abbot	Abbess	Sir	Madam
Actor	Actress	Sloven	Slut
Ambassador	Ambadressess	Son	Daughter
Author	Authoress	Stag	Hind
Baron	Baroness	Tiger	Tigress
Benefactor	Benefactress	Traitor	Traitress
Duke	Duchess	Uncle	Aunt
Emperor	Empress	Wizard	Witch
Governor	Governess	(3) Man-servant	Maid-servant
Heir	Heiress	He-goat	She-goat
Host	Hostess	He-wolf	She-wolf
Lion	Lioness	Cock-sparrow	Hen-sparrow
Male	Female	Male-child	Female-child
Man	Woman	Land-lord	Land-lady

The above examples will show that—

(1) The name of the female is sometimes quite a different word from the name of the male.

(2) The Feminine Noun is sometimes formed from the Masculine by an ending.

(3) A Noun of Common Gender is sometimes made Masculine or Feminine by having a Masculine or Feminine word placed before or after it.

QUESTIONS.

What does Gender show? Name and define the Genders. What are the three ways of distinguishing Genders?

EXERCISE.

(a) *Give the Feminine of* : Horse. Duke. Monk. Drake. Earl. Sir. Heir. Land-lord. Man. Lad. Wizard. Tiger. Actor.

(b) *Give the Masculine of* : Hen. Girl. Woman. Daughter. Governess. Marchioness. Ambassadors. Slut. Duck. Witch.

(c) *Give the Gender of* : Friend. Stone. Nun. Cow. Sky. Duke. Sloven. Bride. Stag. Queen. Host.

CASE.

I love Mohan. Here *love* is the Verb. If we ask "Who loves Mohan?" the answer is "I". "I" therefore is the *Subject* or *Nominative*. Again if we ask "Whom do I love?" the answer is "Mohan." "Mohan" therefore is the object of "love;" that is, "Mohan" is in the *Objective case*.

In this way the *Nominative Case* can always be found by asking the question 'who?' or 'what?' before the Verb; and the *Objective Case* can always be found by asking the question 'whom?' or 'what?' after the Verb.

He gave Thomas a knife. In this sentence if we ask "Who gave?" the answer is "he." *He* therefore is in the *Nominative case*. Again if we ask, "Whom did he give?" the answer will be "Thomas." *Thomas* therefore is in the *Objective case*. Again if we ask, "What did he give?" the answer will be "a knife." *Knife* is therefore in the *Objective Case*.

The *Nominative Case* is the case of the *Subject*; the *Objective Case* is the case of the *Object*.

A Noun is in the *Nominative Case* when something is said of it.

A Noun is in the *Objective Case* when something is done to it, or when it comes after a *Preposition*.

Jane beats her sister. Rama placed his pen on the desk. In the first sentence, *Jane* is in the Nominative Case because the Verb "beats" says something of *Jane*. If it is asked "Whom does Jane beat?" the answer is "her sister." *Sister* is therefore in the Objective Case. In the second sentence, "Rama" is in the Nominative Case and "pen" is in the Objective Case. If it is asked, "On what did Rama place his pen?" the answer will be *desk*. *Desk* therefore is in the Objective Case.

This is Harry's coat. If we ask, "Whose coat is this?" the answer is *Harry's*. *Harry* therefore is the owner or possessor. *Harry's* therefore is in the Possessive Case.

In this way the *Possessive* Case can always be found by asking the question, "Whose?"

A Noun is in the *Possessive* Case when it denotes the *possessor* or owner.

The *Possessive* is formed by adding an *apostrophe* and *s* (*'s*) to the Noun; as, boy, boy's; men, men's.

When the Plural ends in *s*, the *Possessive* is formed by adding only an *apostrophe* (*'*); as, boys', ladies'.

Case shows the relation of a Noun to some other word in the sentence.

There are three Cases—the *Nominative*, the *Possessive*, and the *Objective*.

A Noun in the *Nominative* Case and a Noun in the *Objective* Case are alike in form.

QUESTIONS.

What does Case show? Name the Cases. What Cases are alike in form? What does the *Nominative* denote? What does the *Objective* denote? What does the *Possessive* denote? How is the *Possessive* formed?

EXERCISE.

a. Arrange the Nouns in the following sentences in three columns under the headings Nominative, Objective, Possessive :—

Gopal lent a book. Mansel caught the prisoner, and the Judge sentenced him to three years' imprisonment. Walter's father gave his son a book. Will you go with me to Malabar? Put this book in your pocket. The baby sleeps. On Tuesday last, David killed a bird. Helen's daughter is clever. Jadu has gone to Umballa. Madho Rao loves his neighbours. Ten brave officers died. He struck Lochan. Boys play. The cats mew. I saw the Queen, when I was in London. For God's sake, give me something. Ramaswami gave me five rupees. Bhulu is gone to Meerut. Snakes catch rats. Jacob's brother will reach on Saturday. Nellie made nice curry.

b. Write down the Possessive Case, Singular and Plural of :

Man. Boy. Girl. Lady. Wife. Hero. Sister. Actor. Child. Fox. King.

c. In the following sentences supply Objects.

We should love our—. He is singing a—. Come to—. William stayed at—. Attend to your—. Let us take a—. Please excuse my—. I dreamt a—. Tell me a—. Shepherds are watching their—. I have a—. Students are returning from the—.

PARSING.

Brown sent his sister's letters to Calcutta.

Brown.....Noun, Proper, Singular Number, Masculine Gender, Nominative Case, Subject to *sent*.

sent.....Verb.

his.....Pronoun, Singular Number, Masculine Gender, Possessive Case, Depending on *sister's*.

sister's.....Noun, Common, Singular Number, Feminine Gender, Possessive Case. Depending on *letters*.

letters.....Noun, Common, Plural Number, Neuter Gender, Objective Case, governed by the Verb *sent*.

to.....Preposition. Governing *Calcutta* in the Objective Case.

Calcutta.....Noun, Proper, Singular Number, Neuter Gender, Objective Case, governed by the Preposition *to*.

EXERCISE.

Parse all the words in the following sentences according to the form given above :—

My servant brought James a letter. Lakshmi found her sister's jacket in the box. Boys are coming to school. You see your father on the road. I know Lucy. Duncan has a friend in the town.

PRONOUNS.

CLASSES.

Pronouns are of four kinds ; *Personal, Relative, Interrogative, Demonstrative.*

A Personal Pronoun is so called because it stands for a person *speaking or spoken to.*

The Personal Pronouns are *I, thou*, with their plurals *we, ye, or you.*

A Relative Pronoun is a word that relates to a Noun or Pronoun going before called the *Antecedent.*

The Relative Pronouns are—*who, which, that, and what.*

James is the man who came to me. *Who* is a Relative Pronoun ; it relates to the Noun *man*. *Man*, goes before the Relative and is called its *Antecedent.*

An Interrogative Pronoun is that which is used in asking a question.

The Interrogative Pronouns are *who, which, and what.*

Who are you ? Here *who* is used in asking a question. Therefore *who* is an Interrogative.

A Demonstrative Pronoun points out the Object to which it refers.

The Demonstrative Pronouns are *He, she, it, they, this, that, these, those.*

QUESTIONS.

Classify *pronouns*. What is a Personal Pronoun ? Name the Personal Pronouns. What is a Relative Pronoun ? Name the Rela-

Interrogative Pronouns. What is an Interrogative Pronoun? Name the Interrogative Pronouns. What is a Demonstrative Pronoun? Name the Demonstrative Pronouns.

PERSONAL PRONOUNS.

Personal Pronouns have two *Persons*.

The *First* Person is used when a man speaks of himself or of himself and others.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative Case...</i>	<i>I</i>	<i>We</i>
<i>Possessive Case.....</i>	<i>Mine, my</i>	<i>Our, ours</i>
<i>Objective Case.....</i>	<i>Me</i>	<i>Us</i>

The *Second* Person is used when a man speaks to others of themselves.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative Case...</i>	<i>Thou</i>	<i>You</i>
<i>Possessive Case.....</i>	<i>Thine, thy</i>	<i>Your, yours</i>
<i>Objective Case.....</i>	<i>Thee</i>	<i>You</i>

QUESTIONS.

How many *Persons* have Personal Pronouns? When is the First Person used? When is the Second Person used? Name all the Personal Pronouns of the first person. Name all the Personal Pronouns of the Second Person.

RELATIVE PRONOUNS.

1. This is the man. The *man* came to me.
2. This is the boy. The *boy's* brother is missing.
3. There comes James. The master punished *James*.
4. Bring me the book. I brought the *book*.
5. This is the dog. You saw the *dog*.
6. You must do it. I say *it*.

For the words in italics above, we may use Relative Pronouns, thus :—

1. This is the man *who* came to me.
2. This is the boy *whose* brother is missing.
3. There comes James *whom* the master punished.

4. Bring me the book *which* I brought.
5. This is the dog *which* you saw.
6. You must do *what* you say.

Thus Relative Pronouns are not only used instead of Nouns, but also join sentences.

Who and *which* are thus declined :—

<i>Nominative</i>	Who	Which
<i>Possessive</i>	Whose	Whose
<i>Objective</i>	Whom	Which

The Noun or Pronoun which goes before a Relative and to which it relates is called its *Antecedent*.

The *lion* which you saw is dead. This is the *man* that you saw. There goes the *prisoner* whom he arrested. In these sentences the *Antecedents* are *lion*, *man*, and *prisoner*.

Who applies to persons ; as, I hate a man who is dishonest.

It will be incorrect to say—"I hate a man which is dishonest."

Which applies to lower animals and things without life; as, Here is a dog which barks; this is the book which was lost.

It is incorrect to say "This is the book who was lost."

That applies to persons, animals, and things; as, Happy is the man that loves virtue; this is the book that I lost.

QUESTIONS.

What is the use of Relative Pronouns ? Decline *who* and *which*. What is an *Antecedent* ? Give the uses of *who*, *which*, and *that*.

EXERCISE.

a. *Point out the Relative Pronouns and their Antecedents:—*

Where is the child that I love ? This is the boy who stood first in the class. Here comes the man to whom I gave the book. This is the house in which I live. Monkeys are animals which are much like men. The boy whose brother was killed has come here. Tony loves them that hate him.

b. *Correct the following mistakes* : The boy which does not work will fail. A horse who was lost is found. The girl which you punished has left the school. The window who was broken must be mended. This is the man which beat the dog who barked at the baby.

INTERROGATIVE PRONOUNS.

Who (with *whose* ? and *whom* ?) is used in asking questions about persons ; as, Who is that man ?

What is used in asking about things ; as, What book is this ?

Which is used of persons and things ; as, Which of you can do it ? Which is the way ?

QUESTIONS.

Name the Interrogative Pronouns. Give the use of the Interrogatives *who*, *which*, and *what*.

EXERCISE.

Point out the Interrogative Pronouns :—Who is there ? Which of these do you like to have ? Who has taken my pencil ? What do you want ? Which boy in this class has got the prize ? What o'clock is it ? What do you seek ? Whose book is that ? Whom do you hate ?

DEMONSTRATIVE PRONOUNS.

The *Demonstratives* are thus declined :—

	<i>Singular.</i>	<i>Plural.</i>	
<i>Nominative</i>	He	They	} Masculine Gender.
<i>Possessive</i>	His	Their, Theirs	
<i>Objective</i>	Him	Them	
<i>Nominative</i>	She	They	} Feminine Gender.
<i>Possessive</i>	Her, Hers	Their, Theirs	
<i>Objective</i>	Her	Them	
<i>Nominative</i>	It	They	} Neuter Gender.
<i>Possessive</i>	Its	Their, Theirs	
<i>Objective</i>	It	Them	

The Demonstratives *this, that*, with their Plurals *these* and *those*, are Pronouns when they have no Nouns after them. When they have Nouns after them, they are Adjectives.

Thus, in "This is a good house" *this* is a Pronoun ; in "This house is good" *this* is an Adjective.

QUESTIONS.

Decline the Demonstrative Pronouns. When are *this* and *that* Pronouns and when Adjectives ?

EXERCISE.

Point out the Demonstratives and say whether they are Pronouns or Adjectives :

This girl is my student. That was a happy day for him. This book is good, that is bad. These mangoes are ripe. That is your duty. That horse runs very fast.

PARSING.

Pronouns should be parsed fully thus :—

The girl who came to me said she was unwell.

Who...Relative Pronoun, Singular Number, Feminine Gender, Third Person, agreeing with its Antecedent *girl*, Nominative Case, Subject to *came*.

She.....Demonstrative Pronoun, Singular Number, Feminine Gender, Third Person, Nominative Case, Subject to *was*.

ADJECTIVES.

CLASSES.

Adjectives are divided into three classes :—

An Adjective which tells *what sort of person or thing* is called an Adjective of quality ; as, a *good* boy ; a *red* cap.

An Adjective which tells *how much* or *how many* is called an Adjective of quantity ; as, *many* boys ; *enough* bread.

An Adjective which tell *which one* is called a Demonstrative Adjective ; as, the *fifth* boy ; *this* class ; *that* boy.

The Adjectives *An* or *A* and *The* are often called Articles.

QUESTIONS.

Classify Adjectives. Name the Articles.

EXERCISE.

*Classify the Adjectives in the following sentences :—*All men must die. She is a poor woman. That lady is kind to the poor. All work and no play makes Jack a dull boy. Some little boys are coming here. The first boy of the class has got a beautiful picture. He is an active man. His umbrella is large. I see a black mare. Many large carts pass along this straight road. Poor Nelly is dead. Have you heard of sweet Alice?

COMPARISON OF ADJECTIVES.

If we take three girls Jane, Mary, and Alice, we may say that Jane is *tall*, Mary is *taller*, and Alice is *tallest*; or that Jane is *fair*, Mary is *fairer*, and Alice is *fairest*.

The three forms (such as *fair*, *fairer*, *fairest*) which Adjectives take when we are comparing are called the three *Degrees of Comparison*. These are—

(1) The Positive degree which is the simple form of the Adjective; as, *young*.

(2) The Comparative degree, which is used when we speak of two things only; as, *young-er*.

It is wrong to say "the *bravest* man" when we are speaking of only two men.

(3) The Superlative degree, which is used when we speak of three or more things; as, *youngest*.

Thus we see that—

The Comparative degree is formed by adding *er* to the Positive, and the Superlative degree is formed by adding *est* to the Positive.

To this rule there are some exceptions :

(1) If the Positive ends in *e*, only *r* and *st* are added; as, large, larger, largest.

(2) If the positive ends in *y* with a Consonant before it, the *y* is changed into *i* before *er* and *est*, as :—

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Holy	Holier	Holiest.
Dry	Drier	Driest.
But Gay	Gayer	Gayest.

(3) If the positive ends in a single Consonant with a single Vowel before it, the Consonant is doubled before *er* and *est*.

Hot	Hotter	Hottest.
Red	Redder	Reddest.
But Cool	Cooler	Coollest.

Most Adjectives of two syllables and all Adjectives of more than two syllables are compared by prefixing *more* and *most* to the Positive, as :—

Beautiful	More beautiful	Most beautiful.
Earnest	More earnest	Most earnest.

Some Adjectives are compared irregularly ; as,

Good	Better	Best.
Bad	Worse	Worst.
Little	Less	Least.
Many {	More	Most.
Much {		
Late	{ Later	Latest.
	{ Latter	Last.
Old	{ Older	Oldest.
	{ Elder	Eldest.
Far	{ Farther	Farthest.
	{ Further	Furthest.

QUESTIONS.

What is meant by *Degrees of Comparison*? Name the three Degrees and define them. What is the general rule for forming Degrees of Comparison? What are the exceptions? What is the rule for comparing Adjectives of two and more than two syllables?

EXERCISE.

Compare the following Adjectives :—High. Hot. Cool. Bad. Merry. Busy. Coy. Large. Big. Fine. Pretty. Green. Rude. Far. True. Thin. Old. Able. Happy. Much. Late.

PARSING.

Adjectives should be parsed in the following way :—

A tall man gave that boy some pice.

A—A Demonstrative Adjective, called the Article, joined to the Noun *man*.

Tall—An Adjective of Quality, Positive Degree, joined to the Noun *man*.

That—A Demonstrative Adjective, Singular Number, joined to the Noun *boy*.

Some—An Adjective of Quantity, joined to the Noun *pice*.

VERBS.

VOICE.

A Verb which has an Object is said to be in the Active Voice.

In the sentence "He beats me" the Verb *beats* has for its Object *me*, therefore *beats* is in the Active Voice.

In the sentence "Rama strikes a dog" the Verb (*strikes*) has an Object (*dog*), and is therefore in the Active Voice. The Object of a Verb in the Active Voice may, by a change, be made the Subject of the Verb. Thus, we can change the sentence "Rama strikes a dog" into "A dog was struck by Rama." Here the Verb shows that something was done to Rama.

When the Verb shows that something is done to the Subject, it is said to be in the Passive Voice.

QUESTIONS.

When is a Verb said to be in the Active Voice? When is a Verb said to be in the Passive Voice?

EXERCISE.

a. *Give the Voice of the Verbs* :—I love you. You teach me. It will be sold. He struck James. Rama wrote a letter. My book is stolen. Sital is hurt. The house was burnt. Govind hates his enemies. Who found my toy? The dog has killed a rat. Gopal is writing a letter. The sun gives light. The cow is brought. We have sold the horse.

b. *Change the Verbs from the Active into the Passive form* :—John threw the book. I love Hari. The king killed two tigers. Fred punished his servant. Mary wrote a letter. He caught a thief. Kidd calls me. She hates you.

TRANSITIVE and INTRANSITIVE.

A Verb in the Active Voice or in the Passive Voice is said to be **Transitive**.

He tore the book. Here *tore* is in the Active Voice. *The copy is nicely written.* Here *is written* is in the Passive Voice. Therefore these Verbs are Transitive.

Verbs which are not Transitive are called **Intransitive**.

Intransitive Verbs are said to be of the Neuter Voice.

In the sentence "The boy comes" the Verb *comes* has no Object, therefore it is not in the Active Voice. The verb does not show either that anything is done to the Subject (*boy*), therefore the verb is not in the Passive Voice. The verb is of no Voice, therefore it is Intransitive.

QUESTIONS.

When is a Verb said to be Transitive? When is a Verb said to be Intransitive?

EXERCISE.

Say whether each Verb is Transitive or Intransitive, and give the Voice of each Transitive Verb:—I go. James is coming. The wind blows. You have written many letters. The little girl runs. Fish swim. The cat killed a rat. A rat was killed by a cat. She went alone. Make a cage. We met an old man. Baby woke. Baby woke its mother. The town is destroyed. I sleep. Who broke my slate?

MOODS.

- (1) Rama *went* to school.
- (2) Rama, *go* to school.

(3) If Rama *go* to school, all will love him.

(4) I made Rama *go* to school.

In the first sentence the Verb only *states* something. In the second the Verb *commands* something. In the third the Verb *supposes* something. In the fourth the Verb *declares something without any Subject*.

Mood shows the *mode* or manner of the Verb.

There are four Moods—*Indicative, Imperative, Subjunctive, Infinitive*.

The *Indicative Mood* is used in simply stating a thing or asking a question: as, Boys are reading; What is your name?

The *Imperative Mood* is used in commanding or entreating; as, Come to me; Excuse my fault.

The *Subjunctive Mood* is used when a supposition, doubt, or uncertainty is implied; as, If I *were* he, I would not do so; If the man *be* sick, he must not come.

The *Infinitive Mood* is used without any Subject; as I *love to read*.

When a Verb in the Infinitive Mood stands alone, it generally has the Preposition *to* before it.

An Infinitive which denotes *purpose* is called the *Gerund*; as, I *come to read*.

QUESTIONS.

What does Mood show? Name the Moods. Define the Moods. What is Gerund?

EXERCISE.

Give the Mood of each verb:—Do you prepare your lesson? I will go home. I do not like to read. If you saw me, what was I doing? Have mercy upon me. The girl is loved by all who know her. The master is teaching Hindi. Has Jane got her pen? Come to me, O ye children. Look behind him. Be just and fear not. A good child tries to learn. Come here. I am going to write home. I come to see you. Dogs like meat. If it rain, you cannot go to school. I wish to go home. Though He kill me, yet will I trust in Him.

PARTICIPLES.

A boy carrying a book passes by this way. In this sentence, the Verb is *passes* and the Subject is *boy*. *Carrying* is joined to *boy*, as an Adjective is joined; and it also does something that a Verb does, for it shows what the boy is doing to the book. Thus it does the work of both an Adjective and a Verb.

The shoes worn by the student are old. Here *worn* is joined to *shoes* like an Adjective, and also does something of the work of a Verb.

Words which partake of the nature both of an Adjective and of a Verb are called **Participles**.

Every Verb has two Participles, the *Imperfect* and the *Perfect*.

The **Imperfect Participle** is formed by adding *-ing* to the Verb; as, work, work-ing; read, read-ing.

The **Perfect Participle** is formed in many ways. It is that part of the Verb which comes after *have* or *has*; as, have brought; have grown; have begun.

Participles are often used as simple Adjectives; as, *A loving boy*; *A borrowed book*.

QUESTIONS.

What are Participles? How many Participles has each Verb? How is the Imperfect Participle formed? How is the Perfect Participle formed?

EXERCISE.

*a. Point out the Imperfect and Perfect Participles and say to what Noun each is joined:—*A man wearing a red cloth has come here. The task given by the teacher this day is hard. The man hid by him is found out. The boy seen by you is my friend. The grass growing by the river is green. We saw a man drawing water. I saw the book torn by her. The cloth used by the man was black.

*b. Point out the Participles used as Adjectives and say whether they are Imperfect or Perfect and to what Nouns they are joined:—*He has got shining eyes. I love the twinkling stars. She is a loving friend. This is a crowded house. These are living

animals. These chairs are made of bent wood. Have you seen the picture of the fighting lion ? His are sunken eyes.

TENSES.

- | | |
|--------------------------------|------------------------------|
| (1) He <i>is</i> with me. | (1) I <i>live</i> here. |
| (2) He <i>was</i> with me. | (2) I <i>lived</i> here. |
| (3) He <i>will be</i> with me. | (3) I <i>will live</i> here. |

Each Verb gives us some idea of the time :

Is and *lives* speak of *present* time.

Was and *lived* speak of *past* time.

Will be and *will live* speak of *future* time.

Hence a Verb has three times or *Tenses* :—

- (1) The **Present** Tense : I *am*, I *live*.
- (2) The **Past** Tense : I *was*, I *lived*.
- (3) The **Future** Tense : I *shall be*, I *shall live*.

The Future Tense is formed by means of the helping Verbs *shall* and *will*.

When a Verb has a helping Verb, the Tense of the helping Verb is the Tense of the whole Verb ;
as,

Present. I *am* going.

Past. I *was* going.

Future. I *shall be* going.

The Verbs in the following sentences are of the *present* tense :—

I have come.

I have been coming.

Thou hast come.

Thou hast been coming.

He has come.

He has been coming.

QUESTIONS.

How many Tenses has each Verb? Name the Tenses. How is the Future Tense formed?

EXERCISE.

Give the Tense of each Verb:—I go. I am coming. I shall do it. I love mangoes. Thou hast done it. He has been suffering since Monday. Our teacher will read us a story. What is your name? He was very obedient to me. I have sent the letter. I met him yesterday. Mary will love her little pigeon. She had a rose. I shall be called at four. I have done my duty. Bread is made by bakers. I can sell ten more. I could go there. You must prepare your lesson. Two cats were fighting in the garden.

STRONG and WEAK VERBS.

Verbs are either *Strong* or *Weak*.

Strong or *Irregular* Verbs are those which form the Past Tense and the Perfect Participle only by a change of vowel sound.

Weak or *Regular* Verbs are those which form the Past Tense and Perfect Participle by adding *-ed* or *-t*.

STRONG VERBS.

(The forms in italics are *weak*.)

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
abide	abode	abode
arise	arose	arisen
awake	awoke, <i>awaked</i>	awoke, <i>awaked</i>
bear (to bring forth)	bore	born
bear (to carry)	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
behold	beheld	beheld, beholden
bid	bade, bid	bidden, bid
bind	bound	bound, bounden
bite	bit	bitten, bit
blow	blew	blown
break	broke	broken
burst	burst	burst

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
chide	chid	chidden, chid
choose	chose	chosen
cleave (split)	clove, <i>cleft</i>	cloven, <i>cleft</i>
climb	clomb, <i>climbed</i>	<i>climbed</i>
cling	clung	clung
come	came	come
crow	crew, <i>crowed</i>	crown, <i>crowed</i>
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk, drunken
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgotten, forgot
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	<i>went</i>	gone
grave	<i>graved</i>	graven
grind	ground	ground
grow	grew	grown
hang	hung, <i>hanged</i>	hung, <i>hanged</i>
heave	hove, <i>heaved</i>	<i>heaved</i>
hew	<i>hewed</i>	hewn, <i>hewed</i>
hold	held	held, holden
know	knew	known
laid	<i>laded</i>	laden, <i>laded</i>
lie	lay	lain
melt	<i>melted</i>	molten, <i>melted</i>
mow	<i>mowed</i>	mown, <i>mowed</i>
ride	rode	ridden
ring	rang	rung
rise	rose	risen
rive	<i>rived</i>	riven, <i>rived</i>
run	ran	run
see	saw	seen
seethe	sod, <i>seethed</i>	sodden

Present.

shake
shave
shear
shine
shoot
shrink
sing
sink
sit
slay
slide
sling
slink
smite
sow
speak
spin
spring
stand
stave
steal
stick
sting
stink
stride
strike
string
strive
swear
swell
swim
swing
take
tear
thrive
throw
tread
wake
wear
weave
win
wind
wring
write

Past.

shook
shaved
sheared
shone
shot
shrank
sang
sank
sat
slew
slid
slung
slunk
smote
sowed
spoke, spake
spun
sprung, sprang
stood
stove
stole
stuck
stung
stank
strode
struck
strung
strove
swore
swelled
swam
swung
took
tore
throve, *thrived*
threw
trod
woke, *waked*
wore
wove
won
wound
wrung
wrote

Perf. Part.

shaken
shaven, *shaved*
shorn, *sheared*
shone
shot
shrunk
sung
sunk, sunken
sat
slain
slid
slung
slunk
smitten
sown, *sowed*
spoken
spun
sprung
stood
stoved
stolen
stuck
stung
stunk
stridden
struck, stricken
strung
striven
sworn
swollen
swum
swung
taken
torn
thriven, *thrived*
thrown
trodden, trod
waked
worn
woven
won
wound
wrung
written

IRREGULAR WEAK VERBS.

<i>Present.</i>	<i>Past.</i>	<i>Perf. Part.</i>
bereave	bereft	bereft
beseech	besought	besought
bring	brought	brought
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
cleave (split)	cleft, clave	cleft
creep	crept	crept
deal	dealt	dealt
dream	dreamt, dreamed	dreamt, dreamed
dwelt	dwelt	dwelt
feel	felt	felt
flee	fled	fled
have	had	had
hide	hid	hid, hidden
keep	kept	kept
kneel	knelt	knelt
lay	laid	laid
lean	leant, leaned	leant, leaned
learn	learnt, learned	learnt, learned
leap	leapt	leapt
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
pay	paid	paid
pen	pent, penned	pent, penned
rap (to transport)	rapt	rapt
rot	rotted	rotten, rotted
say	said	said
seek	sought	sought
sell	sold	sold
shoe	shod	shod
sleep	slept	slept
spell	spelt	spelt
spill	spilt	spilt
stay	staid	staid, stayed
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
weep	wapt	wept

Present.

work
bend
bleed
breed
build
cast
clothe
cost
cut
feed
gild
gird
hear
hit
hurt
knit
lead
lend
let
light
meet
put
read
rend
rid
send
set
shed
shred
shut
slit
speed
spend
spit
split
spread
sweat
thrust
wet
whet

Past.

wrought, worked
bent
bled
bred
built
cast
clad, clothed
cost
cut
fed
gilt, gilded
girt
heard
hit
hurt
knit
led
lent
let
lit, lighted
met
put
read
rent
rid
sent
set
shed
shred
shut
slit
sped
spent
spit, spat
split
spread
sweat
thurst
wet, wetted
whet, whetted

Perf. Part.

wrought, worked
bent, bended
bled
bred
built
cast
clad, clothed
cost
cut
fed
gilt, gilded
girt
heard
hit
hurt
knit
led
lent
let
lit, lighted
met
put
read
rent
rid
sent
set
shed
shred
shut
slit
sped
spent
spit
split
spread
sweat
thurst
wet, wetted
whet, whetted

QUESTIONS.

What are Strong Verbs ? What are Weak Verbs ?

a. *Divide the following Verbs into Weak and Strong:*—Beg. Promote. Begin. Buy. Drink. Dance. Love. Ereak. Pray. Act. Talk. Eat. Burn. Hang. Rise. Sail. Catch. Punish. Am. Call. Agree. Lie. Swim. Bow. Fail. Hide. Ride. Drive. Take. Leave. Sleep. Allow. Give. Laugh.

b. *Give the Past Tenses and the Perfect Participles of:*—Fear. Draw. Beat. Lose. Steal. Shake. Do. Fly. Sleep. Repose. Run. Look. Sing. Write. Get. See. Throw. Wash. Sit. Stand. Buy. Teach. Flow.

PERSON and NUMBER.

The Person and Number of a Verb are the same as the Person and Number of its Subject.

In the sentence "I go," the Subject *I* is of the First Person and Singular Number; therefore the Verb *go* is also of the First Person and Singular Number. In the sentence "you go," *you* is of the Second Person and Plural Number; therefore *go* is also of the Second Person and Plural Number.

EXERCISE.

Give the Number and Person of each Verb:—The boys are playing at cricket. You can do this. I do not care for it. Rama obeys his parents. I ran. They are here. Read it. The dog is playing. You write. We come. James has left this place. What do you mean by it? They have learned their lessons. She came to me.

CONJUGATION.

To bring together all the forms of the Verb is to Conjugate it.

(1) Conjugation of the Weak Verb 'to love.'

Active Voice.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

1st Person (I) love
2nd " (Thou) lovest
3rd " (He) loves

Plural.

1st Person (We) love
2nd " (You) love
3rd " (They) love

PAST TENSE.

Singular.

1. (I) loved
2. (Thou) lovedst
3. (He) loved

Plural.

1. (We) loved
2. (You) loved
3. (They) loved

FUTURE TENSE.

- | | |
|-------------------------------------|-------------------------------------|
| 1. (I) shall <i>or</i> will love | 1. (We) shall <i>or</i> will love |
| 2. (Thou) wilt <i>or</i> shalt love | 2. (You) will <i>or</i> shall love |
| 3. (He) will <i>or</i> shall love | 3. (They) will <i>or</i> shall love |

IMPERATIVE MOOD.

- | | |
|----------------|---------------------|
| 2. Love (Thou) | 2. Love (ye or you) |
|----------------|---------------------|

SUBJUNCTIVE MOOD.

PRESENT TENSE.

- | | |
|-------------------|-------------------|
| 1. (If I) love | 1. (If we) love |
| 2. (If thou) love | 2. (If you) love |
| 3. (If he) love | 3. (If they) love |

PAST TENSE.

- | | |
|----------------------|--------------------|
| 1. (If I) loved | 1. (If we) loved |
| 2. (If thou) lovedst | 2. (If you) loved |
| 3. (If he) loved | 3. (If they) loved |

INFINITIVE MOOD—(To) love.

PARTICIPLES—*Imperfect*, loving; *Perfect*, loved.

Passive Voice.

INDICATIVE MOOD.

PRESENT TENSE.

- | | |
|---------------------|---------------------|
| 1. (I) am loved | 1. (We) are loved |
| 2. (Thou) art loved | 2. (You) are loved |
| 3. (He) is loved | 3. (They) are loved |

PAST TENSE.

- | | |
|----------------------|----------------------|
| 1. (I) was loved | 1. (We) were loved |
| 2. (Thou) wast loved | 2. (You) were loved |
| 3. (He) was loved | 3. (They) were loved |

FUTURE TENSE.

- | | |
|---|---|
| 1. (I) shall <i>or</i> will be loved | 1. (We) shall <i>or</i> will be loved |
| 2. (Thou) wilt <i>or</i> shalt be loved | 2. (You) will <i>or</i> shall be loved |
| 3. (He) will <i>or</i> shall be loved | 3. (They) will <i>or</i> shall be loved |

IMPERATIVE MOOD.

*Singular.**Plural.*

2. Be (thou) loved

2. Be (ye or you) loved

SUBJUNCTIVE MOOD.

PRESENT TENSE.

1. (If I) be loved, etc.

1. (If we) be loved, etc.

PAST TENSE.

1. (If I) were loved

1. (If we) were loved

2. (If thou) wert loved

2. (If you) were loved

3. (If he) were loved

3. (If they) were loved

INFINITIVE MOOD—(To) be loved.

PARTICIPLES—*Imperfect*, being loved; *Perfect*, been loved.

(2) Conjugation of the Verb to be.

INDICATIVE MOOD.

PRESENT TENSE.

PAST TENSE.

Singular. *Plural.**Singular.* *Plural.*

1. am 1. are

1. was 1. were

2. art 2. are

2. wast 2. were

3. is 3. are

3. was 3. were

SUBJUNCTIVE MOOD.

PRESENT TENSE.

PAST TENSE.

Singular. *Plural.**Singular.* *Plural.*

1. be 1. be

1. were 1. were

2. be 2. be

2. wert 2. were

3. be 3. be

3. were 3. were

IMPERATIVE—be

INFINITIVE—(To) be.

PARTICIPLES—*Imperfect*, being; *Perfect*, been.

(3) Conjugation of the Verb to have.

INDICATIVE MOOD.

PRESENT TENSE.

PAST TENSE.

Singular. *Plural.**Singular.* *Plural.*

1. have 1. have

1. had 1. had

2. hast 2. have

2. hadst 2. had

3. has 3. have

3. had 3. had

SUBJUNCTIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. have	1. have	1. had	1. had
2. have	2. have	2. hadst	2. had
3. have	3. have	3. had	3. had

IMPERATIVE MOOD.—Have.

INFINITIVE MOOD—(To) have.

PARTICIPLES.—*Imperfect*, having ; *Perfect*, had.

(4) Conjugation of the Verb to do.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. do	1. do	1. did	1. did
2. dost	2. do	2. didst	2. did
3. does (or doth)	3. do	3. did	3. did

SUBJUNCTIVE MOOD.

PRESENT TENSE—do.

PAST TENSE—As in the Indicative.

IMPERATIVE MOOD—Do.

INFINITIVE MOOD—(To) do.

PARTICIPLES.—*Imperfect*, doing ; *Perfect*, done.

(5) Conjugation of the Verb shall.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. shall	1. shall	1. should	1. should
2. shalt	2. shall	2. shouldst	2. should
3. shall	3. shall	3. should	3. should

SUBJUNCTIVE MOOD.—Like the Past Indicative.

(6) Conjugation of the Verb will.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. will	1. will	1. would	1. would
2. wilt	2. will	2. wouldst	2. would
3. will	3. will	3. would	3. would

SUBJUNCTIVE MOOD.—Like the Past Indicative.

(7) Conjugation of the Verb *can*.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. can	1. can	1. could	1. could
2. canst	2. can	2. couldst	2. could
3. can	3. can	3. could	3. could

SUBJUNCTIVE MOOD.—Like the Past Indicative.

(8) Conjugation of the Verb *may*.

INDICATIVE MOOD.

PRESENT TENSE.		PAST TENSE.	
<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. may	1. may	1. might	1. might
2. mayest	2. may	2. mightest	2. might
3. may	3. may	3. might	3. might

SUBJUNCTIVE MOOD.—Like the Indicative.

(9) Conjugation of the Verb *must*.

The Verb *must* has no change of form at all.

INDICATIVE AND SUBJUNCTIVE MOODS.

<i>Singular.</i>	<i>Plural.</i>
1. must	1. must
2. must	2. must
3. must	3. must

EXERCISE.

Conjugate the Verbs:—Am. Love. Write. Gain. Have. Speak.

PARSING.

Verbs should be parsed thus :—

The book brought by the learned man is torn.

Brought... Perfect Participle of the Verb *bring*, qualifying the Noun *book*.

Learned... Perfect Participle of the Verb *learn*, used as an Adjective, qualifying the Noun *man*.

Is torn..... Verb, Strong, Transitive, Passive Voice, Indicative Mood, Present Tense, Third Person, Singular Number, agreeing with its Subject *book*.

ADVERBS.

CLASSES.

Adverbs are classified according to the meanings of the words.

(1) Adverbs which show *when* are called Adverbs of Time; as, Now, then, when, while, before, soon, presently, immediately, always, never, often, seldom, yesterday, once, twice, yet, etc.

(2) Adverbs which show *how* are called Adverbs of Manner; as, Ill, badly, wisely, how, so, as, etc.

(3) Adverbs which show *how much* or *to what extent* are called Adverbs of Degree; as, very, too, quite, rather much, little, all, somewhat, half, the (*The more the merrier*.)

(4) Adverbs which show how far the speaker believes what the Verb tells are called Adverbs of Affirmation or Negation; as, yes, no, not, yea, nay.

(5) Adverbs which show *why* are called Adverbs of Cause; as, Why, therefore, wherefore, accordingly, hence, still, yet, also.

(6) Adverbs which show *where* are called Adverbs of Place; as, There, where, hither, thither, in, out, up, down, above, below, first, secondly.

(7) Adverbs which do the work of Adverbs and Conjunctions are called Conjunctive Adverbs; as, This is *where* I saw him; and *whosoever* Barbara went, the lamb was sure to go; the boy was reading *when* his master came up.

QUESTIONS.

How are Adverbs classified? Classify Adverbs, giving examples of each class. What are Conjunctive Adverbs?

EXERCISE.

Say to what class each of the following Adverbs belongs:—
Greatly. Much. Once. When. Where. To-day. Home. Quickly.
Soon. Very. Enough. Again. Sometimes. Exceedingly. Carefully.
Hence. Somewhat. Therefore. As. Always. Whereto. Every-
where. Behind. Formerly. The. Yesterday.

PREPOSITIONS.

LIST OF PREPOSITIONS :—

About, above, across, after, against, along, amid, amidst, among, amongst, around, at. Before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by. Concerning. Down, during. Except. For, from. In, into. Near, nigh. Of, off, on, over. Pending. Regarding, round. Save, since. Through, throughout, till, to, toward, towards. Under, underneath, until, up, upon. With, within, without.

QUESTION.

Give a list of Prepositions.

EXERCISE.

- (a) *Point out the Prepositions from a page of your reading book and the words they govern in the Objective Case.*
(b) *Make Sentences using Prepositions.*

CONJUNCTIONS.

CLASSES.

Conjunctions are either *Co-ordinative* or *Subordinative*.

Co-ordinative Conjunctions join sentences complete in themselves : as, Day ends *and* night begins.

Here we have two complete sentences joined by the Conjunction *and*.

Both, but, either—or, neither—nor are Co-ordinative Conjunctions.

Subordinative Conjunctions join sentences to others depending upon them for full meaning. Thus in 'I know that you are rich' the Conjunction *that* joins the sentence 'I know' to the dependent sentence 'you are rich.'

After, before, until, while, since, as, for, lest, if, unless, though, whether, whether—or, than are Subordinative Conjunctions.

QUESTIONS.

Classify Conjunctions. What are Co-ordinative Conjunctions? Give a list of Co-ordinative Conjunctions. What are Subordinative Conjunctions? Give a list of Subordinative Conjunctions.

EXERCISE.

Point out the Conjunctions and say whether they are Co-ordinative or Subordinative :— Rama and Shyam are good boys. Though the fault is yours, he is punished. The dog barked and the cat mewed. Ask Gopal or his brother to come. Sundari is playful, but her brother works hard. Since you have confessed, I will excuse you. It is easier to walk than to ride. Please come here, unless you are too tired. If you go there, you will get a book. Please tell me whether you like to read or play. Neither Lal nor Beni is here.

INTERJECTIONS.

LIST OF INTERJECTIONS :—

Adieu ! ah ! aha ! alas ! bravo ! eh ! fie ! fudge ! ha ! hail ! hark ! ho ! hurrah ! hush ! huzza ! lo ! O ! Oh ! pshaw ! tush ! welcome ! etc.

QUESTIONS.

Give a list of Interjections. Make sentences using Interjections.

PART III.

RULES.

Rule 1.—A Verb must be of the same Number and Person as its Subject ; as, I go ; thou readeſt ; we cry.

If the Subject is Singular, the verb must be Singular. If the Subject is of the First Person, the Verb must be of the First Person.

EXERCISE.

(a). *Parse the following sentences* :—He ſleeps. You teach. Fiſhes ſwim. It rains. Janki will not come. We like them all. Govind is playing. This book is mine. Were you at ſchool to-day? They do. She does. Run. He gave them every thing. I ſhall aſk him about it. Thou wilt go.

(b). *Correct the following errors* :—You goes. He are a bad boy. I are ill. He wilt go. They hates you. There comes the children. How does they prepare their leſſon? They calls. She call. He have his reward. The horſe are lame.

Rule 2.—The Subject or *Nominative* generally comes *before* the Verb ; as, Madho likes to read.

Here the Nominative (Madho) is uſed before the Verb (likes).

Note—The Nominative comes *after* the Verb in the following caſes :—

1. When a queſtion is put ; as, Will you go? Do you read?

2. When the Sentence begins with *there* or *here* ; as, There goes a man ; here comes the boy.

Why you do go there? There a man is. Theſe ſentences are wrong. They ſhould be :—*Why do you go there? There is a man.*

EXERCISE.

a. *Parse the following ſentences* :—Are you a good boy? Do you know any one? Where does he go? There is a cat. Here are two boys. Why do you not purchaſe it? How am I to work this ſum? Who is your brother? Why do you cry?

b. *Correct the following errors* :—Why you are doing that? What o'clock it is? What your name is? Why you did write

him a letter ? What he does want ? You have any time to spare ? You have read these books ? I shall go ? How I can see without light ? What they are writing ? There a man lives. In York there a man lives. Here an uproar was.

Rule 3.—The Subject of a Verb should be in the *Nominative Case* ; as, They came here.

Them go to walk. Here the Verb is *go*, its Subject should be in the *Nominative Case*, but *them* is in the *Objective Case*. Therefore the sentence is wrong ; it ought to be *They go to walk*.

EXERCISE.

a. Parse the following sentences :—She is a noble woman. They are two great men. I do not know you. I have the honor of speaking to you. We prepare our daily lesson. Why did he go home ? Return.

b. Correct the following errors :—Him does not come to me. Them are good boys. Us speak. Me write. Her is a dutiful girl. Me was absent without leave. Them that are diligent will pass. Her was at school when us came. Them that fear God will be rewarded.

Rule 4.—Two or more Singular Nominatives joined by *and* require a Verb in the *Plural* ; as, James and John *are* good boys.

EXERCISE.

a. Parse the following sentences :—James and Andrew like to join you. Ram Pershad and Jageshwar are drowned. Krishna and Mohan are coming. The Jamuna and the Ganges are flowing. My brother and sister have beaten me. You and I are expected. Idleness and ignorance bring sorrow. Ceylon and Java are islands.

b. Correct the following errors :—Rama and Krishna is good students. Honour and shame from no condition rises. France and England is cold countries. The picture, the cap, and the stick is mine. Is your father and mother at home ? My father and I is one. Two and two makes four.

Rule 5.—Two or more Singular Nominatives separated by *or* or *nor* require a Verb in the *Singular* ; as, Town or country *is* equally pleasant to me ; neither the book nor the slate *belongs* to you.

EXERCISE.

a. Parse the following sentences:—Neither Gopal nor Hari is here. Either Mohan or Ram Pershad must pay the penalty. Either the girl or the boy was present. To scorn or to hate is equally sinful. Either my brother or my friend has sent this.

b. Correct the following errors:—Neither Binda nor Hari are in fault. Either the boy or the girl were present. Either the king or his minister are to blame. Neither the ox nor the cow are good. Either Joseph or Jacob are wrong.

c. Write three sentences each containing two Singular Subjects separated by **or** or **nor** and followed by a Singular Verb.

Rule 6.—Double Comparatives and Superlatives are Improper.

EXERCISE.

a. Parse the following sentences:—Silver is many times heavier than water. He is the taller of the two. Hem is more diligent than any other boy in the school. Mine is a better book than yours. I am much better now. He is the best of mankind. Solomon was the wisest of men.

b. Correct the following errors:—A more happier life I never led. This was the most unkindest act. Harry is the most diligentest boy in the class. This is more worse.

Rule 7.—The Distributive Adjectives, each, every, either, and neither, require a Singular Noun and a Singular Verb as, Every tree is known by its fruit.

Rule 8.—Pronouns agree with the Nouns for which they are used in Gender, Number, and Person; as, The girl has gone to her father; Rama has lost his pen.

Girl is of the Third Person, Singular Number, Feminine Gender; therefore the Pronoun used for it is also of the Third Person, Singular Number, and Feminine Gender. It would be incorrect to say *The girl has gone to his father.*

Rama is of the Third Person, Singular Number, Masculine Gender; therefore the Pronoun (his) used for it is also of the Third Person, Singular Number Masculine Gender.

EXERCISE.

*Parse the following sentences:—*This girl has burnt her fingers. Why does James bring his stick? Rama has lost his watch. The queen governs her subjects. Jane has got her gloves.

*b. Correct the following sentences:—*Mary has lent me his own slate. The boys have neglected his studies. This woman has lost his husband. When the man saw that the wolves were coming near her wife, he fired and killed two of it.

Rule 9.—A Relative Pronoun agrees with its Antecedent in Gender, Number, and Person.

*He who did so was punished:—*In this sentence the Antecedent *He* is of Masculine Gender, Third Person, and Singular Number. Therefore the Relative Pronoun (*who*) is also of Masculine Gender, Third Person, Singular Number.

EXERCISE.

*Parse the following sentence:—*Blessed are they that mourn. Do you know Rakhai, who came here this morning? All that I have is yours. The tree which grew here has been cut down. The house which you lived in has fallen.

Rule 10.—The Object of a Transitive Verb should be in the Objective Case; as, I love him.

It is incorrect to say *I love he*.

EXERCISE.

*a. Parse the following sentences:—*Hanuman struck a dog. She tore my book. I will give you some oranges. I met a man. Have you seen a ghost? He published his book. Write this letter. I cannot read this letter. He built five houses. Love your enemies. Him and them I know, but I do not know you.

*b. Correct the following errors:—*He I love with all my heart. I will give they pretty flowers. They saw I in the house.

Rule 11.—The Verb To be (*Am, was, be, been, are, art, is, was, were*) has the same case after it as before it.

I am he. Thou art a good man. Here the Pronouns *I* and *Thou* are in the Nominative Case, therefore *he* and *man* which come after *am* and *art* are also in the Nominative Case.

EXERCISE.

a. *Parse the following sentences*:—I am a gentleman. She is a lady. You are a boy. I know it to be him. Who is he? It is I. There are no trees in that wild country. I took James to be him. Ganesh is my pupil. She is called Helen. Nazir is a lucky boy.

b. *Correct the following errors*:—I am him. You are her. It was them who told me of your misfortune. Who are them?

Rule 12.—The Latter of two Verbs is put in the Infinitive; as. I love to teach.

Note.—After the Verbs *bid, dare, need, make, see, hear, feel, let, observe, to* (which is the sign of the Infinitive) is not mentioned.

It is incorrect to say *I see him to do it*. The correct expression is "*I see him do it*." *Do* here is in the Infinitive Mood.

EXERCISE.

a. *Parse the following sentences*:—I come to read, not to talk. He loves to stay. I dare not punish him. England expects every man to do his duty. He was asked to call at another time. I wish you to understand this matter. Let us go to play.

b. *Correct the following errors*:—You ought not say such things. I beg you do it. I was obliged give him a pice. It is more blessed give than receive.

c. *Correct the following errors*:—I bid you to go. I see him to run. I need not to do it. He bade another to go there. I perceived him to go towards the sea. I saw him to strike the blow.

Rule 13.—(a) If two clauses are joined by a Subordinative Conjunction, the Verb preceded by the Conjunction may be of *any* Tense, according to the meaning to be expressed, if the other Verb be of the Present or Future Tense; as,

<i>I tell you</i>	...	{	that you <i>are</i> right.
		{	that you <i>were</i> right.
		{	that you <i>would</i> be right.

<i>I will tell you...</i>	{	what he <i>can</i> do.
	{	what he <i>could</i> do.
	{	what he <i>will</i> (or <i>would</i>) do.

(b) If two clauses are joined by a Subordinative Conjunction, the Verb preceded by the Conjunction must be of the Past Tense, if the other Verb be of the Past Tense ; as.

He told me ... { that he *was* a good boy.
that he *would be* a good boy.

EXERCISE.

*a Parse the following sentences:—*I did not understand what you said. I know that he was wrong. If you punish me, I will not do so. I knew that he was wrong. He told me that he would never come back to this place. He says that you were cruel. I will tell you what he did. I will tell you what he does. I will tell you what he could do.

b. *Correct the following errors* :—He said that he is going away. He never told me that you know him. I will do it if I could. I hoped that he may pass. He declared that he cannot do it.

Rule 14.—*Shall* with the First Person, and *Will* with the Second and the Third, denote simple futurity; *Will* with the First Person promises and *Shall* with the Second and the Third promises, commands, or threatens.

I shall go.	We shall go.	} Denote something that is to happen.
Thou wilt go.	You will go.	
He will go.	They will go.	
I will give you a book	...	A book is <i>promised</i> .
Thou shalt not steal	...	A <i>command</i> is expressed.
Thou shalt be punished	...	A <i>threat</i> is expressed.
He shall be rewarded	...	<i>Promise</i> is expressed.

EXERCISE.

a. Give the force of *Shall* and *Will* in the following sentences:—I will never do so again. He will go to Mangalore. I fear I shall not live. I do not think he will live. He shall be hanged. To-morrow shall be a holiday. He will come to-morrow. You will again do so. You shall be rewarded.

b. *Correct the following errors* :—I shall never do so again. I think I will die. I imagine there shall be no danger. We will need a good deal of patience. I expect rain shall fall.

Rule 15.—Prepositions govern the Objective Case; as, I went to *him*.

It would be incorrect to say *I went to he*.

EXERCISE.

*a. Parse the following sentences :—*Put some wood on the fire. I shall travel from Amritsar to Sialkote. It is with him. I am afraid of them. To whom did you give the letter I gave you? Whom are you talking with? I am much pleased with him. I have none except thee. He is wholly unacquainted with me.

*b. Correct the following errors :—*She I am angry with, but not with he. There is great friendship between you and I. To who much is given, of he much shall be required. On she, not on he, let the blame fall.

Rule 16.—Certain words take particular Prepositions after them.

EXERCISE.

*Parse the following sentences :—*I have a great abhorrence of gambling. He was absent from school. I do it in accordance with your order. I have much affection for my relatives. She is afraid of me. I agree with him. I agree to your proposal. He is angry with his brother. He is angry at his Geometry. He will accuse you of theft. Will you give me an answer to my question? Do not boast of your riches. He was greatly blamed for his impertinence. I beg of you this favour. Diligent boys always attend to their studies. I cannot comply with your request. You can depend upon me. He died of cholera. I beg to differ from you. Divide this between these two brothers. Divide it among these three men. He was expelled from the school. Knives are not fit for little boys. I am now free from the disease. He is greedy of gain. You must guard against such danger. He is guilty of theft. We are ignorant of many things. This instrument is made of iron. I can go to you if you insist upon it. He is very kind to me. You have much need of help. This house is opposite to mine. He is proud of his strength. I shall remind him of his promise. It is similar to yours. I am sensible of my fault. I shall think of it. I cannot think on it. You should be true to your promise. I am in want of some money. He is worthy of all honour. We must not yield to him.

A P P E N D I X .

The same word may be used for different parts of speech.

After.

Adjective : The *after* part of a ship.

Adverb : He came a few days *after*.

Preposition : They came *after* me.

Conjunction : He came *after* I left.

As.

Relative Pronoun : Give me such books *as* I can read.

Adverb : *As* (when) we reached there, he fled away.

Conjunction : You will reap *as* you will sow.

All.

Noun : *All* of us perished.

Adjective : *All* men perished.

Adverb : He rushed up *all* out of breath.

Before.

Adverb : I never saw such a thing *before*.

Preposition : He stood *before* the gate.

Conjunction : You cannot get the book *before* you pay for it.

But.

Relative : There is none *but* (that not) hates him.

Adverb : There are *but* (only) four boys in the class.

Preposition : All went there *but* (except) John.

Conjunction : He is sharp, *but* does not work.

Both.

Adjective : *Both* countries were eager for war.

Noun : *Both* of them have left.

Conjunction : He *both* reads and writes.

Better.

Noun : You ought to respect your *bettors*.

Adjective : She is my *better* half.

Verb : I wish to *better* my circumstances.

Enough.

Noun : I have *enough* to do.

Adjective : He has eaten *enough* bread.

Adverb : He is ready *enough* to do it.

Either.

Adjective : *Either* book will do.

Conjunction : *Either* you go or I go.

For.

Preposition : I can do it *for* my brother.

Conjunction : I love him, *for* he is a good man.

However.

Adverb : *However* good he may be.

Conjunction : You ought to be punished ; *however* I will let you off this time.

In.

Preposition : She is *in* the house.

Adverb : Is she *in* ?

More.

Noun : I want no *more*.

Adjective : He requires *more* money.

Adverb : I like him *more* than I like you.

Much.

Adjective : He does not eat *much* food.

Adverb : He is *much* better now.

Noun : He cannot do *much*.

Only.

Adjective : He is his *only* son.

Adverb : I came here *only* yesterday.

Conjunction : You may go, *only* return soon.

Since.

Adverb : I got your letter a month *since*.

Preposition : I have been suffering from fever *since* Monday.

Conjunction : I punish you *since* you are idle.

Still.

Noun : In the *still* of midnight.

Adjective : The sea is *still*.

Verb : With his name parents *still* their babes.

Adverb : He is *still* afraid of me.

That.

Demonstrative Pronoun : The light of the sun is stronger than *that* of the moon.

Relative Pronoun : The book *that* you gave me is lost.

Demonstrative Adjective : I do not know *that* man.

Conjunction : He says *that* I do nothing.

Then.

Adjective : The *then* king.

Adverb : They were *then* in the town.

Conjunction : If so, *then* you may have it.

Very.

Adjective : You are the *very* man I want.

Adverb : He came *very* late.

Yet.

Adverb : The book has not been *yet* finished.

Conjunction : I am poor, *yet* honest.

THE END.

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